



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	12X550
School Name:	HIGH SCHOOL OF WORLD CULTURES
Principal:	RAMON NAMNUN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: High School of World Cultures School Number (DBN): 12X550
Grades Served: 9-12
School Address: 1300 Boynton Avenue Bron, N.Y. 10472
Phone Number: 1718-860-8120 Fax: 1718-893-7152
School Contact Person: Panagiota Melis Email Address: PMelis@Schools.nyc.gov
Principal: Dr. Ramon Namnun
UFT Chapter Leader: Mr. Kenneth Couret
Parents' Association President: Ms. Farah Castillo
SLT Chairperson: Ms. Sionery Villar
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Jonathan Ynosa
Ndeye Faye

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza Bronx, N.Y.
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
**1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
NY 10458**
Director's Office Address: _____
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Ramon Namnun	*Principal or Designee	
Mr. Kenneth Couret	*UFT Chapter Leader or Designee	
Ms. Farah Castillo	*PA/PTA President or Designated Co-President	
Randy Gonzalez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jonathan Ynosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ndeye Faye	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Sionery Villar	Member/UFT/ Chair	
Ms. Yasmin Garves	Member/ UFT /Time Keeper	
Mr. Francis Matos	Member/ UFT/Secretary	
Mr. Abdul Qayyum	Member/ Parent/ alt.President	
Ms. Carolina Canales	Member/ Parent /Secretary	
Mr. Mario Arzu	Member/ Parent/alt.Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Pablo Escalante	Member/Parent/ Treasurer	
Ms. Leydi Oliva	Member/ Parent/alt. Treasurer	
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

- The High School of World cultures has been very successful with graduating the students in 4 years with 64% and 5 years with 88%, and continue to make academic gains with our English Language Learners. In addition, we have a very high parental involvement and participation in school wide activities. Likewise, we have had success with both teacher and student attendance.

- We were successful with our 14-15 CEP goals and would like to continue them into this school year.

- Our school needs to work on its 4 year graduation rate.

As we are an entirely new arrival school, there are many challenges that we face when trying to get our students to acquire the skills necessary to pass Regents exams designed for English proficient students. In addition to this, we have had an influx of SIFE students and have set up specific programs within the 2014-2015 year to address these needs. There will be a more integrated programming for the 2015-2016 school year.

- For the 2015-2016 school year we will also be incorporating a CTE program that will address a career and technical education in Culinary Arts for our rising 9th grade class and the incoming 9th graders.

- The 2015-2016 school year will be incorporating special education needs and will require more attention to instruction and meeting individual student needs.

12X550 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	415	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	N/A	# Drama	2
# Foreign Language	19	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	97.6%	% Attendance Rate			84.6%
% Free Lunch	96.9%	% Reduced Lunch			0.8%
% Limited English Proficient	90.0%	% Students with Disabilities			N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.8%	% Black or African American			9.0%
% Hispanic or Latino	80.9%	% Asian or Native Hawaiian/Pacific Islander			6.4%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			20.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.29
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	39.6%	Mathematics Performance at levels 3 & 4			40.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits			75.5%
% of 3rd year students who earned 10+ credits	75.5%	4 Year Graduation Rate			62.5%
6 Year Graduation Rate	63.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As suggested in the 2014-2015 SY Quality review, “the grading policy and teacher use of rubrics is implemented inconsistently across classrooms; students are not always clear of their progress towards skill mastery. Inconsistent checks for understanding provide limited feedback to students and teachers regarding students’ progress towards skill mastery, hindering the development of effective instructional adjustments in some classes.” 2.2, <i>Quality Review (2014-2015)</i>, pg. 5</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Each unit, teachers will administer pre and post unit assessments aligned to the CCLS. Each lesson plan teachers will be assessing student learning to evaluate mastery of the lessons. In addition, common content area rubrics will be used to score student performance along the skills continuum to ensure/validate student growth of at least one continuum level yearly by 80% of the student population.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide meaningful Professional Development that will fulfill teacher and student needs based on the expectation that instruction will be inter-disciplinary, rigorous, and consistent and higher order thinking.</p>	<p>Teachers</p>	<p>September-June</p>	<p>PD team, Teachers</p>
<p>Teachers will participate in external professional</p>	<p>Teachers</p>	<p>September-June</p>	<p>PD team, Teachers</p>

<p>development opportunities that focus on the key areas mentioned above (critical thinking, evidence base discourse and higher order of students' products) and will turnkey their learning to our teaching community as well incorporate their learning into their lessons and unit assessments.</p>			
<p>Consultants will lead in-house professional development to enhance teachers practice and performance and teachers will incorporate new learning into their Danielson based lesson plans.</p>	Teachers	September- June	Administrators, Teachers, PD team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2013 quality review, the following recommendation was made related to tenet 5. “ Continue to use the “collaborative and inclusive approach to culture-building, discipline and social-emotional support results in a safe, nurturing and cohesive community where there is mutual respect amongst staff and students” (1.4; Quality Review, 2013-2014, page 3-4).</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Throughout the 2015 school year students who are subject to OORS reports will receive a restorative justice debriefing within two school days. Furthermore, students will be required to participate in at least one community service project to develop their sense of civic and social responsibility engaging at least 90% of the student population.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Departmental and grade-team planning and inquiry to develop and implement RTI strategies.</p>	<p>Teachers, guidance counselors</p>	<p>September-June</p>	<p>Grade/Content team Leaders, Administrators, Social worker, Counselors</p>
<p>Teacher teams will evaluate student progress, and the impact of activities through inquiry, informed by data from guidance counselors, interim assessments and collaborating teachers.</p>	<p>Teachers, guidance counselors</p>	<p>September-June</p>	<p>Grade/Content team Leaders, Administrators, Social worker, Counselors</p>
<p>Innovative scheduling to ensure departmental meetings can occur on schedule, including the</p>	<p>Teachers, guidance counselors</p>	<p>September-June</p>	<p>Grade/Content team Leaders, Administrators, Social worker, Counselors</p>

participation of guidance counselors and the applicable supporting staff members.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
According to the 2014-2015 SY quality Review it was found that “across classrooms, teaching strategies (including questioning and scaffolds in English), inconsistently provided multiple entry points into the curricula. Across classrooms, student work products and discussions reflected uneven levels of student thinking and participation. Inconsistent teaching strategies lead to uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in student work products and class discussions.” 1.1, <i>Quality Review 2014-2015</i> , pg.4		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Teachers will use the data gathered from pre and post assessment from each unit to modify and accommodate student needs. By the end of the academic year 2015-2016, students will show 2% growth in passing their academic courses. Students will also be given an interim assessment three times during the school year to help teachers modify and adjust instruction in order to target student learning needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Departmental and grade-team planning, inquiry, and development of curriculum and units and pre and post assessments, interim assessments, rubrics</p>	<p>Content Teachers</p>	<p>September-June</p>	<p>Content teams, Grade teams, Supervisors</p>
<p>Collaborative analysis of student work, evaluated with common, standards-based rubrics</p>	<p>Content Teachers</p>	<p>September-June</p>	<p>Content teams, Grade teams, Supervisors</p>
<p>Prompts and assessments to diagnose evidence of learning by individual students, as determined through uniform rubrics measuring students' class participation, home-works, projects, and tests/quizzes;</p>	<p>Content Teachers</p>	<p>September-June</p>	<p>Content teams, Grade teams, Supervisors</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
According to the 2015 SY Quality Review it suggested that " professional collaborations promote the implementation of Common Core Learning Standards and instructional shifts, and encourage alignment of practice to the school's instructional goals. A distributive leadership structure builds teacher leadership capacity, and provides opportunities for teachers to have a voice in key decisions regarding student learning." (4.2, <i>Quality Review 2015-2016</i> , pg. 6)		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
During the 2015-2016 school year, administrators will include grade and content area leaders in leadership committee meetings to assist in leadership decisions and to distribute information and accountability. Develop and refine the use of evidence based systems that are fully aligned with the Common Core learning standards and are interconnected with school wide practices, to more effectively address the individual needs of students and to provide actionable feedback, resulting in an increase of 2% in the student pass rates for individual teachers by reviewing individual subject class list with grade reports and overall with the mark analysis reports by marking period.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Departmental and grade-team planning Teacher teams evaluate student progress, effectiveness, and impact of the above described strategies and activities through inquiry and pre and post assessment tools to document growth and needs for a student.</p>	<p>Teachers and students</p>	<p>September-January, January-June</p>	<p>Grade team leaders and Administrators</p>
<p>Teachers are involved in the decision-making regarding the use of academic assessments through teachers’ self-assessment based on a selected component from the</p>	<p>Teachers</p>	<p>September-January, January-June</p>	<p>Grade team leaders and Administrators</p>

Danielson Framework for Teaching.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Based on the 2013 quality review, the following recommendation was made related to tenet 6. Continue to support and refine the practice of individual goal setting through your student coaching model in order to proactively create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and use multiple points of entry to provide tips and tools focused on student learning and development [6.2]		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Parents will be involved in making school based decisions through SLT, PTA meetings, and bi-annual Principal breakfasts. Parents will be given periodical updates on student progress. Throughout the 2015 school year parents will be invited to use Skedula, that all the teachers will be using, to monitor their child’s performance. The entire school community, including teachers, students and parents will participate in the annual school survey. Parental attendance is expected to increase by 10% at Parent Teacher night and meetings. Staff will send Informative letters to parents/guardians informing of student progress there will be an expected increase of 2% attendance for students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Departmental and grade-team planning to divide student into advisories, periodically monitor progress, and reach out to parents periodically.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Teachers, parent coordinator, counselors, administrators</p>
<p>Parent/Teacher conferences</p>	<p>Teachers</p>	<p>September-June</p>	<p>Teachers, parent coordinator, counselors, administrators</p>
<p>Parent Engagement through contact and open house, events, and ESL classes to foster a welcoming environment and build trust</p>	<p>Teachers, Administration</p>	<p>September-June</p>	<p>Teachers, parent coordinator, counselors, administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
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4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	485,735.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	38,460.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,590,986.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[High School of World Cultures]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[High School of World Cultures]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[High School of World Cultures] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>High School of World Cultures</u>	DBN: <u>12x550</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>275</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>11</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ To maximize the effectiveness of the funds provided, we will be combining these allocated funds with our already awarded Title 3 LEP funds. Below is a description of how the funds will work together to service our English Language Learners.

HSWC is a new arrival school with a student population that have been in the country 6 months or less. They have a limited proficiency in English and are being prepared through direct instruction in many ways.

The HSWC services grades nine through twelve through ESL programs and pedagogies. The students are given two 45-minute periods of ESL, one of these classes is ESL, while the other incorporates ESL writing and literacy strategies. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of service. Students are given the NYSITELL within the first ten days of arrival and the NYSESLAT exam annually. The identification of students for the ELL begins with the entrance interview and evaluation including well-structured parent and student orientation sessions. New students are also given the NYC LENS exam to determine their appropriate class placements. Parents and students complete the home language survey. The NYSITELL results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General Education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. During class periods there is a push in or pull out academic intervention, done by an ESL teacher, for students who have been identified as needing extra support in learning English or their content area material. The HSWC uses a DYQ Design Your Own interim assessment in Mathematics and ESL/ELA, which is used by the respective departments, the teachers and the school for planning instruction. Two teachers, who are teaching classes and Assistant Principal and one Principal to supervise the ELL Program paid from other funds.

The Title III program is serving many ELL students. ESL teachers involved with Title III are all properly certified with bilingual or ESL licenses and q-tel training. The purpose of the Title III program is to supplement the regular instructional program for ELLs. Teachers will help the students with core curriculum content reading and comprehension by developing their language skills and fluency in order to become a more proficient reader and speaker. Through the services in the afterschool program the content area teacher along with ESL/Bilingual teachers help students to build and support their vocabulary and reading skills. Students are provided individualized support to strengthen study skills through ESL teacher push in supports, and computer-assisted instruction to help monitor their progress. This will be used for the Title III program and will be supplemental instruction to our day program. Students that are invited to participate in these programs are identified in one of three ways. Their teachers, and guidance counselor either recommends them because they are struggling with the material, they self-identify, or administrators upon review of academic records recommend them. In addition, all students eligible for the NYSESLAT (98 percent of our total population) will be invited to participate in our Raising the Bar After School Program.

This After School program is a continuing supplemental instructional day of two sequential time periods that are providing an extension of the daily instruction to giving the students' added practice, support, and practice to raise the proficiency levels of the ELL learners. It runs for three hours on Wednesday and Thursdays (beginning on October 15th and lasting 15 weeks). Two sessions are given during this time (session 1= 3-4:30pm, session 2= 4:30-6:00pm). The sessions run for 15 weeks from September to

Part B: Direct Instruction Supplemental Program Information

January for a total of 60 hours. There will be 8 groups during the first session and 6 groups during the second session. There are between ten and fifteen students per group with a mix of grade level who need the added support in language acquisition and comprehension to pass the mandated assessments and become proficient speakers and writers. They are taught by eleven certified ESL and bilingual teachers and content area teachers. The ESL teachers will push in to Content Area teachers that do not have a Bilingual Extension to support the ELLs in the content area for approximately 25 minutes in each of these groups during both sessions. This program provides an opportunity for students to participate in enrichment activities in The core subject areas Algebra, Geometry, English, ESL, and English for SIFE, Global history, U.S. History, Spanish for SIFE and Living Environment, and to further their language development.

Schedule as follows:

SY 2014-2015 (Fall Semester Academic support PM program)

Monday	Tuesday	Wednesday	Thursday	Friday
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Session 1 :

3:00-4:30pm

ELA EES11QX- Sow (ESL HS)

ELA ESS11PX/3-Fils-Aime-(ESL HS)

Global HGS11QX- Jedele- (Social Studies Content HS)

US HUS11QX-Garves-(Spanish Content HS)

Econ HES11QX- Josyln-(Social Studies Content HS)

Living SLS11QX-Garcia- (Biology and General Science Content HS)

Living SLS11PX/3-Entenza-(Chemistry-General Science Content HS)

Algebra MES11QX-Matos-(Bilingual Mathematics-Spanish HS)

Algebra MES11PX/3-Lu - (Mathmatics Content HS)

Geometry MGS11QX- Rodriguez- (Mathematics Content HS)

Session 2 (4:30-6:00) (Is the teacher Physics and Algebra 5 the same teacher? If so how can he/she do two classes in session 2? Please clarify)

ELA EESQX11- Fils-Aime -(ESL HS)

Global HGS11QX- Jedele-(Social Studies Content HS)

Living SLS11QX-Entenza-(Chemistry Content HS)

Physics SPS21QX- Lu- (Mathematics Content HS)

Algebra MES11QX-Matos-(Bilingual Mathematics Spanish HS)

Algebra MES11PX/4-Diaz- (Spanish Content HS)

Algebra MES11PX/5-Lu-(Mathematics Content HS)

The Saturday program provides supplementary enrichment classes providing instruction helping to deepen their learning of the common core state standards and the application of the standards to their weekly instruction. It runs for 3 hours, 9-12pm and will be run by four ESL/Bilingual certified and four content area teachers (Social Studies, Science, Math, English) and approximately 75 students in grades 9-12, (there will be 7 groups of 10 to 15 students), all students are able to take any of the sessions listed as needed (up to two) during the Saturday schedule. The program is scheduled to run 11 days in the fall (beginning on October 25th and ending on January 17, 2015: 11 Saturdays). There are two session periods (of one hour and 30 minutes each), which enable students to participate in two different subject areas to develop their content and literacy skills. The ESL teacher will support the Content Area teachers by pushing in for 22 minutes to support the ELLs in the class. The sessions are for extra support in providing additional opportunities to enrich their learning. The activities include group activities, response to movies, instructional support in content areas, language development, and the use of technology to assess student understanding. Various modalities are used to enrich understanding of ELL students in the content area.

The schedule is as follows:

Saturday Program 2014-2015

Teacher	Room	Subject	Language
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Part B: Direct Instruction Supplemental Program Information

Crespo	415	Geometry	English
Diaz	432	Algebra	Spanish
Entenza	434	Sci	English
Garves	417	US H	Spanish
Jedele	428	Glo H	English
Lu	426	Algebra	English
Matos	430	Algebra	Spanish
Sow	419	ELA/ESL	English
<hr/>			
Total in attendance for	Pd 1:	34	Pd 2: 34

Teacher	Room	Subject	Language
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Crespo	415	Geometry	English
Diaz	432	Algebra	Spanish
Entenza	434	Sci	English
Garves	417	US H	Spanish
Jedele	428	Glo H	English
Lu	426	Algebra	English
Matos	430	Algebra	Spanish
Sow	419	ELA/ESL	English

Total	in attendance for period 1: 41	for period 2:
53		

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Teachers will be given ongoing professional development through their interactions with their peers and with the administration. By infusing instruction with the Danielson TFFT and providing opportunities for collaboration, teachers will work in teams to improve and sustain the progress of their students. Moreover, teachers will meet periodically with administrators to evaluate the implementation of the CCSS. During these meetings, student progress will also be evaluated

Furthermore, teachers will engage in sharing best practices and will participate in curriculum writing. This curriculum will be aligned to the CCSS and to the Danielson TFFT framework. Through the analysis of student work and progress, teachers and administrators will create action and research based next steps that can be measured by using the benchmarks described previously.

In accordance with the new UFT contract, we have a committee of teachers who work on a professional development team, surveying the teachers and meeting the needs of the group as well as individuals. The Professional Development Workshops take place every Monday from 2:40-4:00pm and Tuesday from 2:40-3:15pm. The PD schedule is created by the UFT Professional Development Committee along with the administration. This schedule is flexible and dependent on staff and student need. The Participants running the workshops are: Mr. Couret, Ms. Hunter, Ms. Joslyn, Mr. Lu, Ms. Melis, Mr. Richardson, & Mr. Saad. When applicable, representatives from the 551 Network/ Fordham will also

Part C: Professional Development

facilitate Professional Development

PROFESSIONAL DEVELOPMENT PLAN

Audience & Presenter Intended Outcomes Content/Activities Timeframe

All Faculty Parent-Teacher Night PPT

- Portfolio distribution and expectations
- Leveling Libraries, distribution and purpose (scholastic book wizard)
- Parent Teacher Night Schedule
- Outcomes posted, learning reflected in and out of the classroom (BBs) Language of

Instruction Monday, September 15th, 2014

2:40-4:00pm

All Faculty

Presented by: P.Melis Introduction to The Jane Schaffer essay model as a “formulaic” way of writing an essay

- Presentation of Jane Schaffer outline
- Department groups – how to use the formula in groups

Monday, September 22nd, 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Survey teachers on professional development needs

- Teachers complete survey on needs within professional development for committee to use in future planning

Monday, September 29th, 2014

2:40-4:00pm

All Faculty

Presented by: P.Melis Common understanding of the rationale for a portfolio binder

- 4 corners activity
- Written reflection
- QFT statement on portfolios
- Graffiti Activity
- Anticipation guide & check list

Monday, October 6th, 2014

2:40-4:00pm

All Faculty

Presented by: P.Melis Portfolio Part 2 Agenda: Developing the Portfolio: structure and layout

- Grade teams: outcome: Develop a student friendly contract for the opening of the portfolio
- Content standard sheets: Modeled ELA
- Content area teams: Outcome: Developing the standard sheets for content area

Monday, October 20th, 2014

2:40-4:00pm

All faculty

Presented by Roser Salavert IMPROVING ACADEMIC LANGUAGE THROUGH RUBRICS

- Context: Academic Language in the CCLS and the needs of ELL students
- Modeling – How to incorporate Language Arts criteria into student rubrics
- Practice-- Reviewing current rubrics to add an academic language criteria in response to task and student needs
- Group Discussion
- Reflection and Next Steps

Monday, October 27th, 2014

2:40-4:00pm

All Faculty

Presented by Dr. Namnun

Part C: Professional Development

- Teacher passing rate
- Student reports
- Regents requirements Amendment

Monday, November 3rd , 2014

2:40-4:00pm

All Faculty

Presented by:

K. Joslyn Getting Started in Collaborative Inquiry

- Introduction of Inquiry Templates
- Team Meeting #1
- Completion of template a: looking at regents data

Monday, November 10th , 2014

2:40-4:00pm

All Faculty

Presented by:

K. Hunter Requesting Academic Intervention for SIFE students, Part 2

- How can we document the need & request appropriate support for struggling students?
- Guided Practice with Q&A
- Group/Independent work: make requests

Monday, November 17th , 2014

2:40-4:00pm

All Faculty

Presented by:

Milady Baez Department of ELL's (DELLS)

Monday, November 24th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Collaborative Inquiry Part 2

- Identifying a focus group of students
- focusing curriculum to reach focus group

Monday, December 1st , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Preparing Danielson Lesson Plans - Departmental

- creating a Danielson check list for lesson planning
- Using checklist to plan in department teams

Monday, December 8th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Collaborative Inquiry Part 3

- reflection
- identifying progress within focus group

Monday, December 15th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Preparing Danielson Lesson Plans - Grade Level/Interdisciplinary

Using checklist to plan in department teams

Monday, December 22nd , 2014

Part C: Professional Development

2:40-4:00pm

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Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

The HSWC wishes to promote family literacy and educational experiences. To do so, we offer enrichment classes not only to our students, but parents as well. Parent ESL classes will be offered on Saturdays, starting on December 2014-June 2015, for 20 weeks and for two hours. The classes are taught by an ESL staff member (Ms. Boncy). We are still recruiting Parents at this time but the workshop should include 12-15 parents for a session from 9:00-11:00am on Saturdays. Parents wishing to improve or learn the English language will be welcome to attend these free classes. This will also allow parents to be more involved in our community and to get to know the teachers. Our goal is to strengthen relationships and to promote literacy and success throughout the community.

Class agenda and daily lessons will be determined by the teacher but a tentative program will be based on 4 units of 5 weeks each will include: Basic Grammar and Writing, Speaking and Conversational Language, Reading Documents and non fiction, and Writing to Communicate with Proficiency. These classes will take place throughout the school year and parents are notified via meetings, mailings, and phone calls. The topics covered in class are conversational skills as well as skills needed to determine directions, gain information, and help their students with mutual learning goals. Saturday (February) Parent Breakfasts with the Principal provide translated (French, Spanish, Bangla, Chinese, Arabic) informational sessions to advise parents of our grading system, student's Transcript, ARIS, Skedula, Discipline code of conduct, Regents and Diploma Requirements, understanding of NYC DOE system, and to meet some of the school's faculty and staff. Parents are welcomed to participate in the annual "World Cultures" Day that is held each year in May. All facets of the World Cultures family (students, teachers, support staff, administration and parents) are invited to spend the day engaging in fun team-building activities at an off-site venue. This successful day has proven to be a great opportunity for all to bond.

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1-September 17, 2014 "Meet The Teacher's Night" 5:30p.m.-8:00p.m. All Administration, Teachers and Staff

2-November 7, 2014 "Parent-Teacher Conferences" 12:30-3:00p.m. and 5:30p.m.-8:00p.m. All Administration, Teachers and Staff

3-February 2015 "Breakfast with the Principal" (8:00AM -9:00 AM). Administration

4- March 2015 "Helping Your Child Succeed in College" (5:00-7:00 PM) Counselors

5- May 2015 " World Cultures Day" (9:00 AM- 1:00 PM) All Administration, Teachers and Staff

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$42288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 550
School Name High School of World Cultures		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dr. Ramon Namnun	Assistant Principal Ms. Lindsey Maehlum
Coach Ms. Melis	Coach Ms. Villar
ENL (English as a New Language)/Bilingual Teacher Ms. Perlwitz	School Counselor Ms. Hernandez
Teacher/Subject Area Ms. Andrade/ESL	Parent Maria Marin
Teacher/Subject Area Mr. Batista	Parent Coordinator Ms. Rodon
Related-Service Provider Rowena Mc Nulty	Borough Field Support Center Staff Member Mark Wiesman
Superintendent Ms. Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	404	Total number of ELLs	400	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language										60	84	54	50	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	400	Newcomers (ELLs receiving service 0-3 years)	300	ELL Students with Disabilities	1
SIFE	177	Developing ELLs (ELLs receiving service 4-6 years)	80	Long-Term (ELLs receiving service 7 or more years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	200			48						0
ENL	126			30						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	96		85		99		17		0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
297

Number of students who speak three or more languages: 50

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										96	85	99	15	0
Chinese														0
Russian														0
Bengali										14	13	5	1	0
Urdu											1			0
Arabic										6	2	3		0
Haitian										1	1			0
French										1	7	9	1	0
Korean														0
Punjabi											1			0
Polish														0
Albanian										1				0
Other										5	4	5		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										92	35	30	2	0
Emerging (Low Intermediate)										18	53	52	0	0
Transitioning (High Intermediate)										0	0	0	0	0
Expanding (Advanced)										5	12	14	0	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												4		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	95		28	
Integrated Algebra/CC Algebra	22	86	5	4
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	50	101	6	27
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	40	64	12	17
Geography				
US History and Government	37	57	28	35
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The High School of World Cultures uses the LENS diagnostic exam to evaluate early literacy skills, as well as the NYSITELL exam, Spanish Lab, and for former students, NYSESLAT scores. LENS: The data of the LENS indicates the grade level the student is currently on in Math, and, in their native language, in Vocabulary, Literacy Level, Numeracy, Reading Level. The results of the LENS assessments allows the guidance counselor and programmer to correctly schedule students in courses based on their levels/needs. NYSITELL: The NYSITELL Exam for the incoming students will assess their English language level (Beginning, Intermediate, Advanced, or Proficient). This information is used to place them accordingly in the most suitable ESL classes that can assist the student in improving their English acquisition according to the state standards.
 SPANISH LAB: All new entrants whose HLIS responses indicate a home language of Spanish and are identified as an ELL based on the NYSITELL results must be administered the Spanish Lab. This exam is used to support the school's instructional planning in providing bilingual and ESL services for these students. The Spanish Lab is not used to determine ELL status or service entitlement. The data of the LENS, NYSITELL, Spanish Lab, and NYSESLAT Exams will be made available to all teachers, via the High School of World Cultures Website. Teachers use the data to modify and accommodate their particular student body through their instructional plans and curriculum Scope and Sequencing. Through the use of scaffolded lessons and unity assessments teachers are able to measure the outcomes of their instruction and adjust accordingly to accommodate the multiple levels of ELL students. Furthermore, students are scheduled accordingly to their language levels and time allocations as per the state mandated regulations. Through the unit assessments students are grouped accordingly to maximize on ESL instructional outcomes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The new NYSESLAT has affected our students drastically and we have seen a large downward trend. Based on the new content infused exam material our students have been scoring significantly lower. Previously scoring in the Proficient or advance category the students are now scoring in the Beginner. This is also an indication that much of the common core standards are not being met and is a huge challenge for our ELL population.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the 2012-2013 reports our students are not progressing and are not developing the language skills. We are currently working with the state to have all of our teachers trained in the Q-TEL strategies. For the last two consecutive years the school has been unable to meet the percentage needed to meet the AMAO. After a thorough analysis of the data, students have been unable to score high enough to meet the percentage required to achieve the AMAO.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Although all of the current data is not available yet we are noticing that students are doing better in home language than in English. We are looking to track ELL progress in English more closely through unit based assessments as a periodic assessment. Through the content areas the teachers will be using a pre and post based assessment to monitor the growth in English skills. The data shows that the lower grades (9, 10) the students are having more difficulty progressing in English acquisition. This maybe a result from the building of foundational literacy skills in English to navigate academic content material. We were able to come to this conclusion after comparing and contrasting the English assessments with student's home language assessments which include the Lab-R Spanish and/or the LENS assessment given to new arrivals. After looking at a breakdown of the NYSESLAT data in conjunction with other ELL assessments we see a dramatic growth in language utilization in 12th grade. Furthermore, students pass the Regents exams in grades 12 and as "super seniors".

At the High School of World Cultures, we employ two main language models; Dual language and ENL freestanding. In both programs, student's home language are used to further their academic language skills in English. In the dual language program Spanish speaking students are given Social Studies and Science class instruction in Spanish. Furthermore, their home language is supported through home language instruction in their Spanish for Native speakers' classes. In the ENL freestanding program, ELLs are heterogeneously grouped by home language. Teachers support English development through the homogeneous grouping of students within the classroom. Since we do not have teachers certified in every home language represented these homogeous groupings along with bilingual dictionaries and ipad usage assist the students with home language acquisition which translates to English language acquisition.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

As we are a 100% ELL school, our target language of instruction is English. Along with English being the primary target for language acquisition we also work to build language skills in students' home language. Since 2014, we have been using the LENS to determine a students home language ability to further support their learning goals. Based on the data yielded from the LENS, NYSITELL, and Spanish Lab-R (When applicable) students are placed in the appropriate programs. Parent choice also plays an important part in the child's placement; however, we communicate test results to the parent to inform them which program would be most beneficial for their child. In the Dual Language program, an additional target language is developed which, in our program, is Spanish. We are currently in the process of becoming a pilot school to test language assessments in Spanish periodically.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

A. At this time we do not have the opportunity to enroll English proficient students although it is our goal to begin this process for future programming. We are currently working with the enrollment center to enroll English-proficient students. Our current Dual Language Model is a one way model which means that we are instructing Spanish Proficient students only to acquire the target language of English. Therefore, our current Dual Language program does not include students who were enrolled having proficiency in English.

B. N/A

C. N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Success of the programs are measured through the NYSESLAT and Regent Exam grades. We also measure the success of our programs through the credit accumulation of each student.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The High School of World Cultures has developed an enrollment of new student procedures which includes the identification and programming of new admissions. When a student is enrolled in our school, several things happen; the student enter the main office and is greeted by the Secretary, she then runs a SBIO report on ATS to verify their placement in our school. Next the student is seen by our Parent Coordinator, the Parent Coordinator reviews their documentation and speaks to the parents about program placement. A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses in one language or another). Furthermore, during this meeting the Principal meets with parents, reviews any transcripts, when applicable, and develops a graduation plan for each individual student. This plan includes: which courses the student will need to graduate, Regent exams need for graduation. The documentation gathered from the Parent Coordinator and the Principal are then sent back to the Secretary to be added into the students Cumulative Folder. At this point, the Secretary scans the home language survey complete with the parent choice and send it to the programmer for student scheduling. The programmer then schedules students in accordance to parent's choice of language model. The testing coordinator takes the names of newly admitted students for NYSITELL and Spanish Lab-R (when applicable) testing within the first ten days of enrollment. After the results are obtained, from the assessments given the testing coordinator sends out an entitlement letter to parents explaining the results and if a program change is needed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The LENS assessment is done within the first 30 days of enrollment, a SIFE Questionnaire will be provided to parents and students, and finally, the NYSITELL Exams will also be administered. These assessments will be used for the purpose of class placement and identifying the students who will benefit from Saturday and P.M. programs.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When the Principal meets with parents, he administers a SIFE questionnaire, this includes the questions asked by the DOE, as well as, questions based on experience in this school; for example, we do not just ask students how many years they have been going to school we also ask the length of time during the day that students have attended school or an educational institution. During this interview, a translator is provided for the parents. After the enrollment of new students the LPT analyzes the data within 20 days that includes SIFE status, and makes recommendations as to the proper program and placement.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

As indicated in question 1, The High School of World Cultures has a defined procedure for Parent notification the Testing Coordinator will send out ELL entitlement letters within 5 days of score determination to the parents that indicates the English proficiency level and proposed program adjustments when applicable. These notification letters are provided by the State in multiple home languages and have been modified to include additional information (like program modifications when applicable).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Based on the recommendation of the Assistant Principal, the school Principal determines whether to change the ELL status. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions will be necessary; if the recommendation is to change the status, the process continues. **Parental Bill of Rights will be given in the home language for each parent via mail or in person.

Parental letters are generated via mail merge. A copy of the spread sheet is maintained by the school for record keeping purposes. Moreover, both the Secretary and Programmer maintain copies of the program selection form filled out by parents.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Prior to the beginning of the school year Freshman orientation is organized. Also, an instructional video provided by the state will be shown at the orientation and open school night. In addition to the previously described actions parents are explained the program

choices with the Parent Coordinator and Principal upon enrollement (as described in question 1) and in their Native Language via translators. This process happens before students are scheduled for classes (within the first day of reporting to the school site). Program choice is followed up via the entitlement letters and/or recommended program modification if necessary. For example, we offer intensive SIFE remediation. If a student scores extremely low on the LENS in both Literacy and Numeracy components they are recommended to be moved into these remedial classes that offer additional supports and guidance. As the language survey is filled out the Parent Coordinator, we do not have a problem with returning of forms.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Prior to the beginning of the school year Freshman orientation is organized. Also, an instructional video provided by the state will be shown at the orientation and open school night. In addition to the previously described actions parents are explained the program choices with the Parent Coordinator and Principal upon enrollement (as described in question 1) and in their Native Language via translators. This process happens before students are scheduled for classes (within the first day of reporting to the school site). Program choice is followed up via the entitlement letters and/or recommended program modification if necessary. For example, we offer intensive SIFE remediation. If a student scores extremely low on the LENS in both Literacy and Numeracy components they are recommended to be moved into these remedial classes that offer additional supports and guidance. As the language survey is filled out the Parent Coordinator, we do not have a problem with returning of forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Testing Coordinator is also the Survey Coordinator, she receives via DOE e-mail, the status of the surveys completed and pending. The Testing Coordinator will forward and inform the Parent Coordinator and the Community Coordinator of the results so that they may follow up with their agenda and action plans. See questions 6 and 7 above.
9. Describe how your school ensures that placement parent notification letters are distributed. After score determination, parents are sent an entitlement letter within 5 days. These letters are mailed to the addresses given by the parents during the intial intake interview. Furthermore, teachers are provided with student proficiency scores and are encoraged to communicate these results to parents during the contractual parent engagement time on Tuesdays. Documentation from these meetings including parental outreach logs are collected by the Secretary and reviewed during the administrative cabinet meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The School Secretary will retain the information in the students cummulative file. Cummmulative files are stored in the School Counselor's office so that they are easily accessed incase a parent were to call regarding the status of such documents or if the documents needed updating.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

An official Class Roster is generated via STARS of all active classes during 2nd period which is the official period for all students. With the class roster, the Testing Coordinator along side the Assistant Principal will create a testing schedule based on student grade levels. Teachers will begin with 12th graders and finish with 9th graders.

Step 1: Listening Section will be administered by 5 teachers periods 2-8 for two weeks.

Step 2: Upon completion of the Listening Portions, the school will have a school wide NYSESLAT Testing Days for periods 2-4 for three days.

Step 3: ENL and Dual Language certified teachers will request subsitutes so they may follow up with absentee students, organize the roster for the listening portion, NYSESLAT part 1, part 2, and part 3.

Step 4: Testing Coordinator and Assistant Principal will review students tested against the ATS generated lists of eligible students and will follow up to obtain the maximized amount of completed exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Every marking period the School Counselor will notify parents of students academic progress, parents will be invited to attend parent teacher night/open school night and to PTA meetings. Letters for the parents not in attendance will be mailed home. This includes continued entitlement described in the parent's preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trends shown in the survey show that parents with Spanish proficent students tend to prefer the Dual Language program where as non Spanish speakers prefer the Freestanding program. As a result of this trend, we program students accordingly when appropriate and applicable to accommodate for student and parental choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Students in this program are given integrated Math with an ENL teacher. Students are heterogeneously grouped according to proficiency levels in English as determined by their assessment scores on the NYSITELL and NYSESLAT when applicable.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

Students are given instruction in Spanish for both Social studies and Science along with intergrated Math with an ENL teacher. Students are grouped homogeneously according to their Spanish proficiency assessment scores.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All Mandated time allocations are followed according to the state mandate. All students receive 90 minutes of ENL instruction per week. For the first time, the HSWC will be offering integrated courses. With the unrolling of a Common Core aligned NYSESLAT, our ENL students need additional practice with content area vocabulary and language. Furthermore, throughout the 2015 SY, the HSWC Administrative Team will stress that EVERY teacher is a reading and writing teacher-regardless of content area license. To satisfy the growing demands of the Common Core, and to meet the PART 154 mandated ENL minutes, licensed ENL teachers have been paired with content area teachers in the following grades and subjects:

9th grade	10th grade	11th grade	12th grade
Algebra 1	Geometry	U.S. History	Participation in Government & Economics

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Within each content area the department has established a scope and sequence from grades 9-12 that give a structured schedule to the delivery of common core learning standards. Across grade levels the teachers have worked together to develop thematic units to deliver instruction in a way that is more comprehensible for ELL students. For example, this structure allows for teachers to assess and teach common vocabulary and concepts. The instructors approach is to infuse ENL strategies within each content area. Each room in the school is outfitted with a smartboard to allow the teachers more access to displaying visuals throughout the instructional process. As mentioned in previous questions, the Freestanding English program delivers instruction in English whereas, the Dual Language program has content area courses taught in Spanish for the areas of Social Studies and Science.

The scope and sequence developed by the disciplines aligns to the common core learning standards and teachers design learning outcomes based on these. Departmental supervisors oversee the delivery of instructional outcomes and ensure that these are met in the most efficient way possible.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When students are enrolled in the school, they are given the LENS to determine the proficiency level of their Home Language. We readminister the LENS at the end of their first year to assess the growth of Home Language. Currently we are using unit based assessments and Regent exam grades to monitor the growth and needs of the students during the course of the school year to determine their growth in content areas as well.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are given the NYSITELL exam in the first 10 days of enrollment and further tested in their classes throughout the year by using unit exams and period assessments are utilize the four modalities to help strengthen and support language skills. Furthermore students are given writing instruction in English for one period two to three times a week. During class time periods they are given common core aligned tasks that generate baselines and supportive analysis that will help their growth in the modality that is again assessed through the task assignments.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE: Teacher differentiates instruction for SIFE students by using graphic organizers, word walls, and other visual aides. Teachers take additional time in teaching particular unit material if the goals are not being met or achieved within the groups. Teachers also plan interdisciplinary units and trips to assist in the achievement of unit standards and unit goals. Furthermore, there is an additional 90 minutes of instruction per day for SIFE who have been identified as needing additional foundational support in English and Home language skills.
- b. Newcomer: Teaching is differentiated through the use of ENL strategies as needed according to their needs and the content being delivered. Teachers have chosen, according to content area, a specific method to use and they are uniformly delivering the strategy in order to scaffold the learning.
- c. Developing: Teachers will use grouping within all of their lessons, both heterogeneous and homogeneous depending on the task. The students who are developing will be challenged enough so they may be able to be pushed up to the next level.
- d. Long term: Along with the methods used for developing additional instructional time is used in small group instruction.
- e. Former ELL up to two years after exiting ELL status: Our school challenges former ELLs so they may be prepared for college. We do this by offering former ELLs College Now Classes, and A.P. Classes. Within the regular classroom content areas, our teachers will also assess our students using higher level materials. On the Regents tests, students are afforded extended time and also provided other resources such as translators and glossaries for two years after being tested out.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Due to the fact of our school accepting 99% of new arrivals into our school, we have not experienced a re-identification appeal for any student.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- We are working closely with Engage NY to provide ENL strategies according to the state standards. We are looking at the Five grouping levels stated for ELLs and we are using the following techniques:
 Close reading, Document analysis, Guided Reading, Discussion, Writing workshops, Group projects, Debates, Independent assignments and Labs. At this time we are using grade appropriate texts that have been determined by the common core standards and aligned with the state approved materials for content areas.
 The technology we are currently using include: Smartboards, Laptops, and ipads.
 Native Language instruction utilizes textbooks in Spanish Language for Dual Language program. Home language documents are used through content areas in a range of languages by teachers through the use of the DOE translation department or through documents acquired through sources on the internet.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- At this time we have one student with an IEP enrolled in our Freestanding ENL program. This student has been "mainstreamed" at the request of the parent to provide the least restrictive and optimal instructional advantage for the student.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

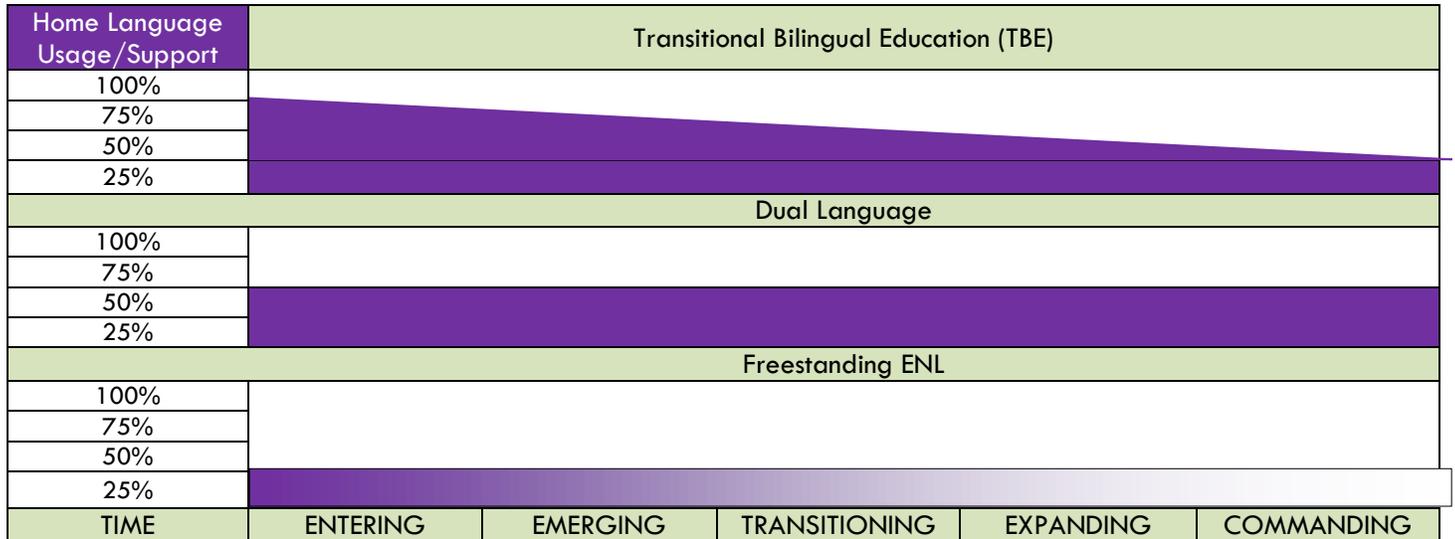


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention program is designed to select students from cohort R 2016 in an effort to gain additional credits for graduation and for preparing the students to take the Regent level exam for the specific content area. Students are tutored the core content areas for SIFE students we have also a modified curriculum that allows the support of the ELL student to acquire Language skills. PM school is also offered to support their home work tasks, and content area instruction from daily lessons. In addition to these supports we offer a two session Saturday school for the students in the cohort R in five major content areas. For example, in Science we have been using Castle learning and data analysis to support their content, in ELA we are using data from Regent scores to target the students skills in writing for purpose, Social Studies is tailoring their instruction after an item analysis of Regent level answers, Math has incorporated data analysis and have modified instruction based on the Regents scores, and in Native Language we are utilizing the LENS test to place the student in the appropriate grade levels.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We use the report generated by STARS (1.67 and 68) which is the graduation analysis in order to identify the students who are meeting the graduation requirements. Using this data we tailor our instruction to meet the needs for regular day and after school programming. We are beginning an integrated teaching approach and hope to see an increase in pass rates for the state exams.
12. What new programs or improvements will be considered for the upcoming school year?
CTE will be introduced this new school year to target career and technical education needs, also the Dual Language program is expanding to service more students.
13. What programs/services for ELLs will be discontinued and why?
Although we are discontinuing the SIFE Bridges program as it was for this school year; we will be modifying the program for next year because we would like to integrate the students into the classrooms more instead of keeping them as isolated as the former year had modeled.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Because our school is 100% ELL all programs are being offered to support the learning and other needs of the student body. Sports, Dance, and Artistic programs are offered to all students. This After School program is a continuing supplemental instructional day of two sequential time periods that are providing an extension of the daily instruction to giving the students' added practice, support, and practice to raise the proficiency levels of the ELL learners. This program services 90 students. It runs for three hours on Wednesday and Thursdays (beginning on October 15th and lasting 15 weeks). Two sessions are given during this time (session 1 = 3-4:30pm, session 2 = 4:30-5:30pm). The sessions run for 15 weeks from October to January for a total of 60 hours. There will be 8 groups during the first session and 8 groups during the second session. There are between ten and fifteen students per group with a mix of grade level who need the added support in language acquisition and comprehension to pass the mandated assessments and become proficient speakers and writers. They are taught by eight certified ENL and bilingual teachers and content area teachers. The ENL teachers will push in to Content Area teachers that do not have a Bilingual Extension to support the ELLs in the content area for approximately 25 minutes in each of these groups during both sessions. This program provides an opportunity for students to participate in enrichment activities in the core subject areas of Algebra, Geometry, English, ESL, and English for SIFE, Global history, U.S. History, Spanish for SIFE and Living Environment, and to further their language development.

The Saturday program provides supplementary enrichment classes providing instruction helping to deepen their learning of the common core state standards and the application of the standards to their weekly instruction. It runs for 6 hours, 8:30 AM to 2:30 PM and will be run by three ENL/Bilingual certified and six content area teachers (Social Studies, Science, Math, English) and approximately 120 students in grades 9-12, (there will be 8 groups of 10 to 15 students), all students are able to take any of the sessions listed as needed (up to two) during the Saturday schedule. The program is scheduled to run 11 days in the fall (beginning on October and ending in January 2016: 11 Saturdays). There are two session periods (of three hours), which enable students to participate in two different subject areas to develop their content and literacy skills. The ENL teacher will support the Content Area teachers by pushing in for 44 minutes to support the ELLs in the class. The sessions are for extra support in providing additional opportunities to enrich their learning. The activities include group activities, response to movies, instructional support in content areas, language development, and the use of technology to assess student understanding. Various modalities are used to enrich understanding of ELL students in the content area.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We offer Castle learning as a support to our students in Science. The common core "Collection" texts are used in the ELA as well as the computer based program that supports the instructional content. Math uses instructional ENL approaches that help deliver the content material.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students are supported through the use of Spanish centered classes led by Native speakers and reading materials such as the aligned text used in dual languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Through the use of leveled libraries and lexile level measuring, students reading levels are acomodated.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newcomer students are given a Bridge program offered during the summer and a new student orientation is conducted. Ms. Sarabia the school social worker leads this initiative. Ms. Delice-Roland, Ms. Garves, and Ms. Diaz are the teachers for the program.

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

- a. 225 minutes of integrated content area learning per week and additional 135 minutes per week for newcomers and beginning students. An additional 90 minutes perweek are given to the intermediate and advanced students.
- b. Core content areas are taught in both Spanish and English according to the needs of the students.
- c. Language is seperated throught the content areas being taught.
- d. Both languages are taught at the same time depending on the content area class being taught.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

We are currently working with the state to receive Q-TEL ttainign for all of our teachers, ESL infused PD is offered on Mondays and Tuesdays after school.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

New curriculum training to adapt for our ELL population based on the State standards.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL and other Teachers are given training and professional development during the summer through the ELL summer institute.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Through the meeting minutes and agendas all activities are documented and kept in binders for review.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Through the Biannual Principal and Parent association meeting as well as the individual meeting given during enrollement process the students are assessed and parental concerns are met.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
All records are kept in the student Cummulative Cards and in the parental outreach binders provided through the Parent Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent teacher night and the SLT are two activities when the parents are able to engage with the teacher, administration and staff at our school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, we are partnered with Century 21 that provides us with : LEAD, LEAP, Omni learning, Rugby, Ballet Hispanico, Stella Adler, and Sobro.
5. How do you evaluate the needs of the parents?
We evaluate the needs of our parents through surveys and through discussion panels at the PTA meetings.
6. How do your parental involvement activities address the needs of the parents?
The needs and concerns raised are addressed through our SCEP and we continue to modify and adjust according to parental input.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12X550

School Name: High School of World Cultures

Superintendent: Elaine Lindsey

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The High School of World Cultures provides parents with translations and interpretation needs through the utilization of multilingual staff members and DoE translators.

First off, we offer to parent orientation classes in September and in April. These orientations include breakfast with the principal where he explains the schools policies regarding Regents diploma requirements, discipline code, uniform, and opportunities for students to attend after school, College Now, and other extracurricular activities.

For parent and teacher conferences, DoE translators are hired to relay important information to parents. In addition, parents are encouraged to attend Saturday school where they can learn English.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Approximately 99% of HSWC students are ELLs. The students and their parents need translation services and oral interpretation in the following major languages Spanish, Arabic, Bengali, and French. This population needs translation and interpretation with grades, foreign transcripts, 103 failing senior letters, department progress report letters, NYSESLAT notifications about testing, locations and decisions, LAB-R Testing, Automated telephone messages, attendance outreach calls, guidance

conferences, suspension conferences, class trips and parent workshops. These findings were discussed in school leadership meetings and parent association meetings.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters
Calendars
Parent conference letters
PM school and Saturday school letters
Regents dates

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher night November, March
Curriculum night October
Every Tuesday teachers are required to have 40 minutes dedicated to Parental engagement

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

2. All of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see

the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, and French. These findings were discussed in school leadership meetings, parent association meetings, and faculty meetings.

3. Parent teacher conferences have assigned interpreters

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

2. All of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, and French. These findings were discussed in school leadership meetings, parent association meetings, and faculty meetings.

3. Parent teacher conferences have assigned interpreters

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Faculty conferences have covered the translation service offered through the DOE.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey
Parent teacher conferences
PA meetings